

Standard V Program Re-approval

Submit completed form to your liaison by June 1, 2009.

Institution Seattle University

Date 5.20.09

Dean/Director

Sue Schmitt/Margit McGuire

Signature _____

What are the major examples of evidence in your program for Standard 5.1: Knowledge of Subject Matter and Curriculum Goals? Please be as specific as possible in describing the evidence.

Criteria - <i>Teacher candidates positively impact student learning that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>	Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i>
<p>A. Content driven. All students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology.</p> <p>B. Aligned with curriculum standards and outcomes. All students know the learning targets and their progress towards meeting them.</p> <p>C. Integrated across content areas. All students learn subject matter content that integrates mathematical, scientific, and aesthetic reasoning.</p>	<p>Unit Plan (See Appendix A for specific criteria for this assignment.)</p> <p>Daily lesson plans</p> <p>Assessment instruments</p> <p>Student guidesheets</p> <p>Student-Based Evidence of Learning (S-BEL) Project</p>	<p>Based on teacher candidate unit and lesson plans...</p> <ul style="list-style-type: none"> • Student assessments including pre and post assessments • Student projects or other created materials • Photographs of students' work • Student voice video • Cooperating teacher data collection based on "one teach, one observe" as appropriate • PPA

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What are the major examples of evidence in your program for Standard 5.2: Knowledge of Teaching? Please be as specific as possible in describing the evidence.

Criteria - <i>Teacher candidates positively impact student learning that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>	Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i>
<p>A. Informed by standards-based assessment. All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies.</p> <p>B. Intentionally planned. All students benefit from standards-based planning that is personalized.</p> <p>C. Influenced by multiple instructional strategies. All students benefit from personalized instruction that addresses their ability levels and cultural and linguistic backgrounds.</p> <p>D. Informed by technology. All students benefit from instruction that utilizes effective technologies and is designed to create technologically proficient learners.</p>	<p>Unit Plan (See Appendix A for specific criteria for this assignment.)</p> <p>Daily lesson plans</p> <p>Assessment instruments</p> <p>Student guidesheets</p> <p>Student-Based Evidence of Learning (S-BEL) Project</p> <p>Lesson/Unit plan transformation assignment</p>	<p>Based on teacher candidate unit and lesson plans...</p> <ul style="list-style-type: none"> • Student assessments including pre and post assessments • Student projects or other created materials • Photographs of students' work • Student voice video • Cooperating teacher data collection based on "one teach, one observe" as appropriate • PPA

What are the major examples of evidence in your program for Standard 5.3: Knowledge of Learners and their Development in Social Contexts? Please be as specific as possible in describing the evidence.

What would be the major examples of evidence in your program for

<i>Criteria - Evidence of teacher candidate practice reflect planning, instruction, and communication that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>	Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i>
<p>A. Learner centered. All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies.</p> <p>B. Classroom/school centered. Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others.</p> <p>C. Family/Neighborhood centered. Student learning is informed by collaboration with families and neighborhoods.</p> <p>D. Contextual community centered. All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.</p>	<p>Unit Plan (See Appendix A for specific criteria for this assignment.) Daily lesson plans Assessment instruments Student guidesheets Student-Based Evidence of Learning (S-BEL) Project</p> <p>Family letter Family activities related to unit plan learning targets (See Appendix A for specific criteria for these assignments.)</p> <p>Service learning project</p> <p>Environmental teaching day Lesson plans Guidesheets Classroom set up</p>	<p>Based on teacher candidate unit and lesson plans...</p> <ul style="list-style-type: none"> • Student assessments including pre and post assessments • Student projects or other created materials • Photographs of students' work • Student voice video • Cooperating teacher data collection based on "one teach, one observe" as appropriate • Interactive activities done within the context of the community and/or family • PPA <p>Service learning conference where student-based evidence can include student videos, K-12 student presentations at conference, and student work samples.</p> <p>Student work samples</p>

What are the major examples of evidence in your program for Standard 5.4: Understanding of Teaching as a Profession?
Please be as specific as possible in describing the evidence.

Criteria - <i>Teacher candidates positively impact student learning that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>
<p>A. Informed by professional responsibilities and policies. All students benefit from a collegial and professional school setting.</p> <p>B. Enhanced by a reflective, collaborative, professional growth-centered practice. All students benefit from the professional growth of their teachers.</p> <p>C. Informed by legal and ethical responsibilities. All students benefit from a safe and respectful learning environment.</p>	<p>Personal and Professional Competencies Evaluation: These competencies form the basis of the program and include cognitive abilities for problem solving and effective teaching (knowledge and skills), effective communication, professional responsibilities, and behavioral and social attributes (dispositions). Evaluation of teacher candidate performance is ongoing throughout the program. At the conclusion of Block I, the faculty may determine that additional assistance is necessary beyond the normal feedback and assessment provided in courses and field experiences. Under such circumstances, members of the faculty meet with teacher candidates to discuss strategies for addressing the identified areas of concern that may result in an assistance plan where such competencies are identified for improvement. These decisions are based on the personal and professional competencies, feedback from cooperating teachers, faculty, and field supervisors.</p> <p>Teaching candidates participate in a communication and collaboration workshop during Block I to focus on professional responsibilities. Teacher candidates are asked to reflect in writing on areas of strength and growth at the conclusion of Block I related to program competencies.</p> <p>The capstone assignment, Student-Based Evidence of Learning (S-BEL) Project is a reflective process.</p> <p>Reflection activities are threaded throughout the program. In whole and small group discussions, through online structured activities and written reflections.</p>

	<p>Teacher candidates are assessed on dispositional performance as well as legal and ethical responsibilities during their internship. They must meet expectations in order to be recommended for certification. These expectations are:</p> <p><i>Interpersonal and Professional Behavior</i></p> <ol style="list-style-type: none"> 1. <i>Models enthusiasm for teaching and learning by demonstrating warmth, friendliness, caring and a sense of humor.</i> 2. <i>Identifies and completes tasks without being asked.</i> 3. <i>Is willing to accept constructive criticism and to use that criticism to improve teaching.</i> 4. <i>Takes risks and tries new strategies.</i> 5. <i>Uses tact and discretion.</i> 6. <i>Displays self-confidence.</i> 7. <i>Interacts effectively with professionals and co-workers.</i> 8. <i>Develops cooperative, professional relationships with families.</i> <p><i>Reflective Decision Making</i></p> <p><i>Continually evaluates the effects of his/her choices and actions on others (students, families and other professionals) and actively seeks out opportunities to grow professionally. Attributes of a reflective teacher are flexibility, awareness, efficacy, social responsibility and caring. Reflects on teaching and makes appropriate changes to improve students' learning.</i></p> <p>Teacher candidates complete a test on legal responsibilities.</p>
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1. In a narrative of 7-10 pages, describe how your program has changed to meet the requirements of Standard V in the following areas:

- **Course content**

All syllabi were revised to address Standard V with particular focus on student-based evidence of learning. Models were developed to demonstrate student-based evidence of learning through videos and hard copy models aligned with accompanying assignments. Additionally, coursework was revised to provide more emphasis on student-based evidence as well as the strategies specifically related to co-teaching. In TEED 510, a team-taught course, explicit examples are modeled by faculty to demonstrate co-teaching strategies. In TEED 512, a team taught course, explicit examples are modeled and labeled by faculty to demonstrate strategies.

- **Field experiences**

All field experiences were revised to build capacity for working within the co-teaching model. In TEED 510, the first course that teacher candidates are enrolled in has an intensive two-week observation. An additional assignment was added to introduce co-teaching strategies. See below.

3.A. Teacher Collaboration. Teachers working together to benefit student learning is an important aspect of successful schools. Teachers use a variety of strategies to support each other in the teaching/learning process.

ASSIGNMENT:

1. *Review the following strategies for classroom approaches to co-teaching and identify those strategies that you see being used in the classroom.*
2. *Describe what benefits you see for both the teachers and the students when teachers collaborate with each other. Note: If you did not observe these strategies at any point during your observation, describe at least two examples from your observation where one or more of the strategies could have been used successfully. (1/2 page for the descriptive summary)*

Co-Teaching Strategies

<i>Strategy</i>	<i>Definition/Application</i>
<i>One Teach, One Assist</i>	<i>One Teach, One Assist is an extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. The assisting teacher often lends a voice to students or groups who would hesitate to participate or add comments.</i>
<i>Station Teaching</i>	<i>For Station Teaching, the co-teachers divide the instructional content into parts. Each teacher instructs one of the groups. Groups then rotate or spend a designated amount of time at each station. Often an independent station will be used along with the teacher-led stations.</i>
<i>Parallel Teaching</i>	<i>In this approach, each teacher instructs half the students. The two teachers are addressing the same instructional material, using the same teaching strategies. The greatest benefit to this approach is the reduction of student-to-teacher ratio.</i>
<i>Supplemental Teaching</i>	<i>This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials re-taught, extended or remediated.</i>
<i>Alternative Teaching</i>	<i>Alternative Teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; however, the instructional approach is different.</i>
<i>Team Teaching</i>	<i>Well planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. It is not “taking turns teaching.” Using a Team Teaching strategy, both teachers are actively involved in the lesson. From a student’s perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.</i>

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- **P-12 district/school partnerships**

In TEED 513, Peer Coaching Field Experience, teacher candidates participated in co-teaching experiences as peers. The field experience was redesigned to introduce the co-teaching model early on in the program building capacity for the internship.

The internship was revamped to implement the co-teaching model. The following agreements were instituted for working with K-12 schools:

Seattle University Student Teaching Internship Request

Co-Teaching Internship. *Seattle University has changed the student teaching internship to a co-teaching model. In this model cooperating teachers and teacher candidates work together as co-teachers for the entire internship period. The two teachers plan and teach together with the teacher candidate gradually assuming the responsibilities of the lead teacher.*

This model provides several benefits to the school including:

- *a reduced student to teacher ratio;*
- *greater opportunities to differentiate instruction to meet a greater variety of student needs;*
- *research proven connection to increases in student achievement;*
- *the benefit of having the regular classroom teacher in the room throughout the internship; and*
- *an increased emphasis on collaboration along with inservice for staff on co-teaching techniques.*

Co-Teaching Placements. *Think strategically about placements by:*

- *targeting a grade level or team;*
- *meeting the needs of a particular group of students;*
- *preparing for assessments; or*
- *providing differentiated instruction to special needs students.*

Partnership School Agreement. *We are seeking schools that will accept four co-teaching interns each during winter and spring quarters. University supervisors will be assigned to each school to provide support for co-teaching pairs and regular communication with school staff and administration.*

Co-teaching partnership schools would agree to:

- *Provide four cooperating teachers during each winter and spring quarter.*
- *Commit to working with Seattle University as a co-teaching site for two years. Schools could rotate out of the co-teaching partnership and work with other less intensive placements for a period of years before rotating back into co-teaching.*

The University will agree to:

- *Provide inservice in collaboration strategies and co-teaching models for school staff and MIT teacher candidates.*
- *Provide ongoing support for the co-teaching pairs by university field supervisors.*

Timeline and Launch. *Seattle University wants to begin this new model in the 2009-2010 academic year. Therefore, we are seeking to identify schools and secure placements during April and the beginning of May this year. Because this is a new approach to the Puget Sound region, we want to launch this new program with an all day inservice in June 11th. Seattle University MIT students will work with their co-teaching partner to learn about the co-teaching model. Seattle University through a grant from the Professional Educators Standards Board will pay for the substitutes for that day.*

Supervisor roles are also changed as a result of implementing this model along with budget to be realigned to support these new responsibilities.

More students placed in fewer co-teaching ‘partner’ schools

We plan to ask partner schools to take at least three interns per cohort

Partner schools would probably rotate after two or three years

Supervisors work with fewer schools

The standard serving sizes would be one, two or three schools

Partner schools will be geographically clustered as much as possible

New roles for supervisors in addition to already established responsibilities for supervision

Liaison with faculty and administration of partner schools

Secure initial placement agreements

Facilitate co-teaching and collaboration seminars at each school

The coordinator of field experiences would coordinate overall placements, place all outliers and handle overall communication with teacher candidates and cooperating teachers

Currently teacher candidates are assigned to their internship site during Block II of the program participating in the school setting at least one day a week. Virtually all course assignments in Block II are coordinated with the cooperating teacher for “application” in the internship site. This practice has been highly successful and will continue. These assignments build capacity for gathering student-based evidence of learning. Programmatically, the one of the two earlier field experiences will be at the co-teaching internship school site. The faculty has carefully considered the balance of a range of school sites for field experiences in contrast to one site being used exclusively. Feedback from graduates from the onset of the program has underscored the value of placements in a number of school settings. This, for all intents and purposes, is the only time in teachers’ careers where they have significant time in a variety of schools. Understanding how schools differ in culture, priorities, faculty and students provides perspective and insights that

serve teacher candidates well as they consider the kind of school for which they want to be employed. Given this priority, the program will maintain a variety of placements but will modify the practice to place teacher candidates in partnership co-teaching schools for one of the early field experiences. This will allow teacher candidates to become acquainted with the school and likewise cooperating teachers will have the opportunity to get to know the teacher candidates prior to working with them in the more intensive relationship of a co-teaching model that occurs in Blocks II and III.

P-12 district/school partnerships

Secondary Program

In-school secondary teaching segments (teaching strategies demonstrated in secondary classrooms): The in-school secondary teaching segments to demonstrate specific teaching strategies were initially presented this academic year to PESB Grant liaisons and then teachers who were identified as willing to participate. The SU faculty member and teachers collaboratively planned the segments, the secondary teachers did the teaching demonstrations with opportunities for teacher candidates and the secondary teacher to engage in a reflective process guided by the SU faculty member. Teacher candidates were asked for feedback on this design of the learning experience and the feedback was very favorable. Likewise the secondary teachers were positive about the experience both as a teaching model and for their own professional development. Based on this new approach, the program plans to continue this practice.

This process of learning teaching strategies in secondary classrooms allows for secondary teachers to consider the developmental growth of teacher candidates and the ongoing effort to connect theory to practice. Since the three secondary schools that involved are also internship sites, better understanding of preservice teacher preparation was fostered.

A long-time practice that has been maintained is the special subject methods (social studies for example) taught by practicing secondary teachers. This component of the TEED 522 course is planned collaboratively with the SU faculty member of this course. It is focused on the specific subjects and delivered at the school site. Teacher candidates are provided both the theoretical and practical aspects of teaching their specific subjects. This aspect of the course has been in place for many years and provides solid grounding in the teaching of specific subjects.

Elementary Program

In-school elementary teaching segments (teaching strategies demonstrated in elementary classrooms): The in-school elementary teaching segments are in their second year of development given that the previous elementary school closed after a twelve-year relationship. The PESB Grant afforded the opportunity to assess growth of the relationship and create a co-teaching site for next year. One of the co-principals and a faculty member participated in the co-teaching workshop to launch this approach to the teaching internship. The opportunity for the principal and teacher to consider this next step and deeper involvement through the PESB Grant has resulted in a co-teaching partnership for next year and beyond. Thus, teacher candidates will experience model lessons in the range of subjects in the elementary school and then eight teacher candidates will continue in this site for their internship. The program design is such that the teacher candidates are assigned to this school through Blocks II and III of the program.

Teacher candidates are placed in their school sites for Block II when they are learning specific teaching strategies at the school and then working with their cooperating teacher to implement such strategies as they continue their teaching internship. This greater involvement across blocks of the program will enable the principals and teachers to be more deeply involved in preparing teacher candidates.

A sampling of school-based activities in which teacher candidates are directly involved in K-6 classrooms:

- Assessment of student readiness for learning new social studies content
- Instruction of the Storypath and simulation strategies
- Instruction in environmental lessons
- Instruction in math and science activities
- Assessment of reading skills and strategies
- Early literacy assessment
- Teach literacy strategy lesson

Co-teaching internships have been developed with selected schools through a variety of processes including:

- prior long-standing relationships with specific schools;
- participation in a daylong workshop on co-teaching to introduce the concept to K-12 schools; and
- individual meetings with principals and faculty inviting them to participate with Seattle University in co-teaching.

In selecting such schools consideration was given to student demographics, including a range of school districts, and the location of schools based on where our teacher candidates live. Given travel time and cost, it was important to select schools that will serve graduate students' needs.

Through this process of selecting schools, principals and faculty provided input on the protocol for co-teaching, and this process will continue at an all-day workshop with teachers, principals, university supervisors, teacher candidates, and SU faculty on June 11th. (Note PEAB members are also invited to attend this workshop and will attend if their schedule permits.)

Faculty development

See item 2 that follows.

2. In no more than three pages, describe the *process* used to engage program personnel in reviewing, rethinking, and revising the program.

The teacher education faculty functions as a learning organization. Faculty continually work to refine the program, nurture new and expansive patterns of thinking, and continually learn how to learn together. Specifically, faculty have created structures that foster collaboration in course curriculum development and refinement, advising students with special needs, and teaching courses within the program. This collaboration is authentic and significant because faculty must be willing to spend the time to plan together and negotiate and compromise what is taught, how it is taught, and when it is taught to create a cohesive and integrated program. Faculty also collaborate with candidates as a community of learners to review each course and explore refinements for the next cohort.

There is a long-time practice of collaboration related to revising the program, and this practice continued as the faculty addressed program implications for Standard V.

- Faculty team-teach courses so those teams worked together to revise the syllabus to account for the standards appropriate for their course. These changes were discussed at faculty meetings to ensure consistency and cohesiveness in program competencies.
- The faculty attended conferences to learn more about co-teaching and student-based evidence including:
 - The hosting of a co-teaching workshop in which all faculty participated.
 - Two faculty attended the national special education conference in Seattle to gain specific information related to the work of Marilyn Friend and co-teaching.
 - One faculty member attended the OSPI assessment workshop.
 - Selected faculty participated in two sustainability workshops.
- Faculty participated in two daylong retreats to work together on Standard V.
- Faculty meet approximately every two to three weeks throughout the year to consider program effectiveness. Assignments are vetted with faculty for input and refinement. This is an ongoing practice.
- Faculty will participate in the June 11th co-teaching inservice with cooperating teachers, teacher candidates, and university supervisors. (Note: most faculty are involved in intern supervision.)

3. In no more than two pages, describe the key strategies by which candidates will develop capacity to analyze and respond to student-based evidence. Please attach three samples of assignments or assessments that represent those strategies.

There is a developmental process for developing teacher candidates' capacity for analyzing and responding to student-based evidence beginning in Block I of the program.

Block I

Block I introduces the concept of student-based evidence of learning as a component of the lesson planning process. Lesson planning is then applied in the peer coaching field experience where teacher candidates create and teach lessons with feedback from their peer coach and cooperating teacher. Student-based evidence is analyzed at this point related to individual lessons done at different points during the peer coaching field experience. Additionally faculty make explicit from their own teaching these elements of lesson planning and the relationship to student-based evidence. Models are provided for teacher candidates as well.

Block II

In-school secondary teaching segments (teaching strategies demonstrated in secondary classrooms): The in-school secondary teaching segments to demonstrate specific teaching strategies and student-based evidence are components of the secondary Block II learning experiences. The SU faculty member and secondary teachers collaboratively plan the segments; the teachers do the teaching demonstrations with opportunities for teacher candidates and the teacher to engage in a reflective process guided by the SU faculty member.

In-school elementary teaching segments (teaching strategies demonstrated in elementary classrooms): The in-school elementary teaching segments are in their second year of development given that the previous elementary school closed after a twelve-year relationship. Teacher candidates experience model lessons in the range of subjects in the elementary school. The program design is such that the teacher candidates are assigned to this school during Block II of the program. The teacher candidates are placed in their school sites for Block II simultaneously when they are learning specific teaching strategies at the school and then working with their cooperating teacher to implement such strategies as they continue at this site for their teaching internship.

For both the elementary and secondary segments, teacher candidates participate in teaching demonstrations with opportunities to identify student-based evidence of learning. Lesson and unit plans along with teacher generated guidesheets to support student learning, assessment instruments and the like are focused on generating student-based evidence of learning. See Appendix A for the sample assignment.

Block III

Teacher candidates participate full time in their internship teaching. The unit plans developed in Block II in consultation with their cooperating teacher are taught during the internship. Teacher candidates identify six students in the classes to gather student-based

evidence for learning. They gather student assessments, work samples, video of students talking about their learning among other artifacts for analysis through the Student-Based Evidence of Learning Project (S-BEL Project). See the description of one unit plan assignment (Appendix A), the video assignment (Appendix B), and S-BEL Project (Appendix C) for more details.

Block IV

Teacher candidates in Block IV complete the S-BEL Project as a capstone experience to the program and final documentation of student-based evidence of learning.

See Appendices A, B, and C for detailed assignments.

4. In no more than two pages, describe areas of your revised program that will be a focus of continuing attention and development as you proceed with implementation.

Next year will be a major undertaking to change the entire program to a co-teaching model. We anticipate the following activities to make this change possible:

- Inservice with all Seattle University field supervisors on the co-teaching model:
 - continued application of co-teaching strategies as they apply to the real world of classrooms across grade levels and subjects;
 - proactive activities to ensure positive and production collaboration and communication among cooperating teachers and teacher candidates;
 - ongoing communication with schools to identify cooperating teachers to work with the co-teaching model and SU teacher candidates; and
 - trouble shooting strategies to ensure the successful implementation of the co-teaching model.
- Faculty implementation of co-teaching model to create a seamless and effective knowledge base.
- Identification of cooperating teachers for the co-teaching model building schools' capacity for the implementation of the model.

There are two action research endeavors underway to examine the co-teaching model and its implementation. This work will continue and be used to inform the program on future changes/refinements.

Student-based evidence will continue be evaluated in the following ways:

- Clear models for teacher candidates to understand how such information is gathered and used to support student learning;

- Adaptation and refinement of assignments to make student-based evidence more integrated into the program;
- Refinement of Flip Video assignments for gathering student-based evidence in real time.

Proposal for Alignment of Standard V with Professional Certification Standards

Based on the outcome of the proposal for the revision of Standard V, the program will revise all the course syllabi and corresponding assignments to reflect the revised standards. The faculty is hopeful this change will provide greater clarity of standards and expectations. Feedback from our first year teachers and PEAB has endorsed such a change understanding the value of a seamless set of standards for teacher performance.

- 5. Please attach a letter from the PEAB chair that describes the PEAB's involvement in reviewing and revising the program.**
(Sent as a separate attachment.)

Appendix A

TEED 521, Curriculum, Instruction, and Assessment Social studies unit plan rubric taught during the internship

Insufficient evidence <ul style="list-style-type: none"> • Omits key information • Too general or misapplies theory to practice. • Superficial completion of task. 	Clear and convincing evidence <ul style="list-style-type: none"> • Addresses all criteria completely • Demonstrates understanding and application in the completion of tasks 	Exceptional evidence In addition to clear and convincing evidence: <ul style="list-style-type: none"> • Demonstrates sophisticated levels of integration of theory and practice.
<p>1. Task: Write an essential question that frames the unit’s learning goals. Provide a rationale for the essential question that addresses the following:</p> <ul style="list-style-type: none"> • Represents a big idea with enduring value beyond the classroom. • Is central to the discipline of study, the “doing” of the subject in context. • Allows for questioning with no one right answer. • Offers potential for actively engaging your particular classroom of students. 		
<p>5.1. Knowledge of Subject Matter and Curriculum Goals</p> <p>A. Content driven.</p> <p>B. Aligned with curriculum standards and outcomes.</p> <p>C. Integrated across content areas.</p>		
<p>2. Task: Write 3-5 learning targets for the <u>unit plan</u>. Learning targets should include concepts/generalizations, skills/processes, and dispositions. Identify EALRs and/or GLEs that align with learning targets. Criteria:</p> <ul style="list-style-type: none"> • Clearly stated and correctly labeled--concepts/generalizations, skills/processes, and dispositions. • Aligned with essential question. • Developmentally appropriate. • Appropriately aligned with EALRs and/or GLEs. • Integrates across disciplines. 		

<p>5.1. Knowledge of Subject Matter and Curriculum Goals</p> <p>A. Content driven.</p> <p>B. Aligned with curriculum standards and outcomes.</p> <p>C. Integrated across content areas.</p>		
<p>3. Task: Describe the evidence of learning/achievement for each learning target.</p> <p>Criteria:</p> <ul style="list-style-type: none"> • Student behaviors/actions/abilities are specifically described. • Aligned with learning target. 		
<p>5.2 Knowledge of Teaching</p> <p>A. Informed by standards-based assessment.</p> <p>B. Intentionally planned.</p> <p>C. Influenced by multiple instructional strategies.</p>		
<p>4. Task: Create assessment instruments for evidence of learning/achievement for each learning target. Within the array of assessment instruments include the following types of instruments:</p> <ul style="list-style-type: none"> • Pre/post assessment for unit learning targets. <ul style="list-style-type: none"> a. Pre/post assessments align b. Reflect unit's learning targets • Rubric <ul style="list-style-type: none"> a. Focused and specific to evidence of learning/achievement b. Aligned with learning target(s) c. Substantive in distinguishing differences from one level to another • Student self assessment <ul style="list-style-type: none"> a. Meaningful to students b. Substantive c. Developmentally appropriate d. Aligned with unit's learning target(s) <p>Other assessment instruments could include student guidesheets with assessment criteri</p>		

5.2 Knowledge of Teaching A. Informed by standards-based assessment. B. Intentionally planned. C. Influenced by multiple instructional strategies.		
5. Task: Outline the lessons. In the daily outline identify the learning targets, technology used by either you and/or the students, and co-teaching approach(es) you will employ for the lesson.		
5.2 Knowledge of Teaching B. Intentionally planned. C. Influenced by multiple instructional strategies. D. Informed by technology.		
6. Task: Address how you will ensure that all students will have an opportunity to learn . Include the following information: <ul style="list-style-type: none"> • Based on “Description of the Learning-Teaching Context,” provide a brief description of the learners for whom this unit is intended. Include students’ developmental characteristics, exceptionalities, cultural backgrounds, ethnicity, language development, socioeconomic status (SES) and gender. • What are the relevant prior learning experiences and community factors that may impact student learning? • Knowing what you know about your learners, how will you capitalize on their unique characteristics? What approaches will you employ to ensure that students are engaged in learning? • What developmental learning theory applies to your unit? • What pedagogical factors will be considered? <p>Deep knowledge and understanding: The knowledge and understanding of the concepts and generalizations are focused and reflect the central ideas to the topic/theme of the unit. Learners are able to understand the relationships between and among the concepts and generalizations as the unit develops.</p> <ol style="list-style-type: none"> a. Problematic knowledge: Learning opportunities are presented through problems to be tackled. Students are encouraged to address multiple perspectives and or solutions. b. Higher order thinking: Students are regularly engaged in thinking that requires them to organize, reorganize, apply, analyze, synthesize, and evaluate 		

<p>knowledge and information.</p> <p>c. Substantive communication: Students have many opportunities to engage in sustained conversations that deepen their understanding of the unit's essential question and learning targets.</p> <p>d. Metalanguage: Lessons explicitly guide students to reflect on their learning.</p>		
<p>5.2 Knowledge of Teaching</p> <p>B. Intentionally planned.</p> <p>C. Influenced by multiple instructional strategies.</p> <p>5.3. Knowledge of Learners and their Development in Social Contexts</p> <p>A. Learner centered.</p> <p>B. Classroom/school centered.</p>		
<p>7. Task: Describe how you will collaborate with the student's home and community. Include a webpage for families and hard copy example for those who do not have web access. Additionally, describe specific activities beyond webpage for family involvement. Criteria:</p> <ul style="list-style-type: none"> • Provides clear information about learning goals. • Is professionally written and sets a positive tone. • Is culturally relevant, developmentally appropriate, and authentic to the unit's learning targets. • Provides specific information for family and/or community involvement. 		
<p>5.3. Knowledge of Learners and their Development in Social Contexts</p> <p>C. Family/Neighborhood centered.</p> <p>D. Contextual community centered.</p>		
<p>8. Tasks:</p> <ul style="list-style-type: none"> • On the title page identify unit title, school, grade level, and your name. • Number all pages. • Include an annotated bibliography of resources in APA format. • Attend to editing to ensure a well-written unit plan. • If unit was done in collaboration with a peer, describe how you worked together. 		

Standard V	Task for Teacher Candidate	K-8 Student-based Evidence
5.1. Knowledge of Subject Matter and Curriculum Goals A. Content driven. B. Aligned with curriculum standards and outcomes. C. Integrated across content areas.	1. Essential Question 2. Learning targets	Student work samples
5.2 Knowledge of Teaching A. Informed by standards-based assessment. B. Intentionally planned. C. Influenced by multiple instructional strategies. D. Informed by technology.	3. Identifies evidence of learning/achievement 4. Creates assessment instruments/tools 5. Lesson outline including the use of technology. 6. Explanation of how all students will have an opportunity to learn.	PPA Student work samples including: Pre and post assessments Rubrics applied to learning Students' self assessments
5.3. Knowledge of Learners and their Development in Social Contexts A. Learner centered. B. Classroom/school centered.	6. Explanation of how all students will have an opportunity to learn. 7. Describe collaboration with the student's home and community. Include webpage/hard copy and activities.	PPA Data gathered from co-teaching: one teach, one observe Video of lesson with analysis Webpage/Letter and completed family/community activities

Appendix B

Video assignment to gather student-based evidence of learning during teaching internship

Note: This assignment is coordinated with course work in Blocks II, III, and IV requiring collaboration across faculty and courses to ensure a cohesive and integrative experience.

Video Analysis: Students' Reflection on Learning

Purpose

You have developed your unit(s) in TEED 521/522 to make a positive impact on students' learning during your internship. An important aspect of this assignment is for your students to articulate what they have learned and what they have done to be successful in learning. The purposes of this video activity are (1) to provide you with a video record of your students' ability to articulate what they have learned in your unit and how they have learned it; and (2) to provide an opportunity for you to demonstrate your ability to critically analyze students' reflection on learning.

This assignment asks you to record a classroom discussion or individual conferences in which you guide students to think metacognitively about their learning. For the unit you have chosen to gather student-based evidence of learning, include the six students you have identified for the S-BEL Project.*

Steps

1. Get permission: Discuss with your teacher whether it will be necessary to get parental permission for video taping the lesson. (Districts have policies for such activities.) The video will only be used by you and your teacher or university supervisor to view and for reflection and analysis with one or two MIT peers. After analysis, the video will be destroyed unless you arrange otherwise.
2. Get organized: You will gather this data on students' learning at the conclusion of the unit you teach during your internship (recognizing the unit may have changed or been modified once you actually began to teach it). Follow the process that follows to

* Recognizing the realities of the classroom, you will need to adapt this assignment if you do not have permission to video one or more of these six students, one or more of the students is absent on the day of video taping, or if any other unforeseen complication occurs. If any issue arises, explain why you were unable to video the selected students.

plan a whole-class discussion or one-on-one interviews with selected students (depending on your unit and particular setting). Make arrangements with the MIT administrative assistant to reserve a digital video camera well in advance of the time you will need it.**

3. Arrange recording: Arrange for someone to do the video recording (e.g., your university supervisor, cooperating teacher, media specialist at your school, instructional assistant). In order to insure that the video is of good quality, a student in your classroom should not do the recording unless s/he has been trained.
4. Process: Tell the students that you would like them to explain in their own words what they have learned as a result of this unit. You would also like them to explain how they learned (e.g., what they did to be successful learners, what specific assignments helped them learn, how they demonstrated their learning in different ways). To do this, you will ask them to talk about their learning and to give examples from assignments, readings, activities, or projects that demonstrate their learning. Adapt the wording of the following questions to fit your students' grade level and specific unit:

1. What did you learn in this unit?

What you are looking for:

- Responses that show that students met your learning targets (e.g., "... that the environment shapes how people lived in ancient Egypt" or "... that people can show courage even though they are afraid.")
- Specific facts, concepts, and dispositions that were emphasized in your unit (e.g., "... recycling is one way to avoid putting things into a landfill," "... a Loyalist was someone who supported the king," or "... that I really care that people are kind to each other.")
- Skills that were important in your unit (e.g., "...how to measure distance," "...how to locate information about a wild animal," or "...when to stop talking in a small group.")

** Flip Video cameras may be checked out from the administrative assistant in Loyola 304A. They may be checked out for no longer than one week. They should be returned as soon as possible, however, as the demand for the cameras can be high. If you need to keep a camera for a longer period, you may request special arrangements. When you check out a camera, you accept responsibility for its safe and functional return.

What you can say to prompt further response:

- “Tell me more about that.”
- “Do others agree? Why or why not?”
- “Can you ‘piggyback’ on that idea?”
- “What did you learn from that activity?” (If students tell you about an activity)
- “What did you learn when we...?”

2. Now, I’d like you to give examples from our assignments, class activities, readings, or projects that demonstrate what you’ve just told me about what you learned. How did those experiences help you learn the things we just talked about?

What you are looking for:

- Specific examples with explanation (e.g., “In the Storypath, we had to work together to solve problems,” “... a ruler helped me measure distance,” or “... the index in the book helped me locate information quickly.”)

What you can say to prompt further response:

- “Tell me more about that.”
- “How did _____ help you?”
- “What kind of thinking were you doing when you...”
- “What kinds of resources [e.g. books, interview, video, discussion] helped you?”

3. View the video: To guide the viewing of the video, refer to the questions below. Discuss the video with the person who is viewing it with you (the cooperating teacher or university supervisor) and then write a brief response to each question on a separate sheet and save the video and your response as it will be a component of your Student-Based Evidence of Learning (S-BEL) Project in TEED 540.

Questions:

1. What were students’ primary strengths in articulating what they had learned and giving examples of how they learned? Relate your responses to pedagogical principles and to your learning targets.
2. What challenges/struggles did you observe in students’ ability to articulate their learning? What do you think caused these challenges/struggles?

Save your responses, and download the video to your computer for review and use in TEED 540 as a component of the S-BEL Project.

.....

The video was completed at the conclusion of the unit and viewed by you with the cooperating teacher or Seattle University supervisor.

_____	_____
(Teacher intern signature)	(Date)
_____	_____
(Cooperating Teacher or SU supervisor signature)	(Date)

Appendix C

Name of Assignment: **Student-Based Evidence of Learning (S-BEL) Project**

Date Due: Complete Project: Tuesday, May 19 (41 points)

Assignment Objective:

Demonstrate the ability to gather, analyze and reflect critically on student-based evidence of learning in order to improve teacher effectiveness in the facilitation of student learning.

Rationale for the assignment: All teachers in Washington will be required to show student evidence that demonstrates that their teaching has had a positive impact on student learning. The purpose of this assignment is to engage you in analyzing student-based evidence of learning that took place during your internship. This process will guide you to analyze student-based evidence including assessment data gathered during your internship and reflection on your teaching, and use that information to plan effective curriculum and instruction in the future.

Description of the assignment:

1. **Analysis:** Gather all of your relevant materials –lesson and unit plans; pre- and post-assessments from your six or more selected, diverse students; and examples of selected students' work from the unit including the “student voice” video assignment.
 - Review the objectives, long-range goals, and/or learning targets that you identified for this unit in your unit plan.
 - For each of your six or more selected, diverse students, review the following in terms of the unit's learning objectives, long-range goals, and/or learning targets:
 - performance on the unit pre-assessment;
 - examples/artifacts of student-based evidence of learning during the unit;
 - video of students’ reflection on their learning and accompanying analysis; and
 - performance on the unit post-assessment.

2. **Documentation** Organize your reflection into the following sections:

A. Introduction: Provide an introduction in which you set the context for your teaching: describe the school and classroom in which your teaching took place, and the students you taught. Provide a brief overview of the unit you are analyzing, explain your rationale for teaching this unit, and discuss any additional circumstances that affected your teaching of this unit. Include your unit learning targets at the end of the rationale, along with your pre- and post-assessment instruments.

B. Student Performance: Develop the following student performance profiles:

1. Describe your pre and post-assessments and explain how they align with your learning target(s).
2. Pre-Assessment Group Profile: Describe the performance of these students as a group on the pre-assessment in relation to the unit's learning targets.
3. Individual Profiles and Student Evidence Samples: Write a profile of each student that describes what she/he has learned in terms of your learning targets, and any other outcomes, as demonstrated by the post-assessment and any other examples or artifacts of student work.
4. Summary Group Profile: Write a summary profile of the group of students answering these questions: (Include tables, charts, and/or graphs as appropriate to clarify key conclusions.)
 - What does the student-based evidence tell you about what students learned best? Explain.
 - What are the common errors that you found in the post-assessment? Explain. ("Common" means that 3 or more students committed the same error or type of error.)
 - What can you do when you teach this unit again to reduce or eliminate these errors?

C. Teacher Reflection: Answer each of these questions. *For each question, include specific suggestions for how you might improve this aspect of the unit the next time you teach it.*

1. To what extent did the instructional strategies that you used succeed in making the learning within this unit meaningful and provide you with student-based evidence of learning for these selected students? Explain both your success and lack thereof. Give specific examples based on student-based evidence of learning.
2. To what extent did you use a variety of formative and summative assessment strategies and data to monitor and improve instruction? Were the methods of assessment that you used appropriate and effective? Explain.
3. To what extent did you use appropriate classroom management principles, processes, and practices to foster a safe, positive, student-focused learning environment? Explain. Also discuss how students had a role in setting classroom rules, taking responsibility for their behavior, and using the classroom and materials with regard to others.
4. To what extent did you design or adapt challenging curriculum that was based on the diverse needs of each student? Explain. Also discuss how you helped students develop an awareness of learning targets and their own learning, and how you helped them use critical thinking strategies. As appropriate, include a discussion of evidence from the “student voice” video analysis.
5. To what extent did you demonstrate cultural sensitivity in your teaching and in your relationships with students, families, and community members? Explain. Also discuss how you engaged students in learning that was multicultural, equitable, and appropriate for the diversity of cultural identities in the classroom.
6. To what extent did you integrate technology into your instruction and assessment? Explain.

7. Based on your analysis and reflection, outline the next steps you will take for professional growth as you begin your first year of teaching. What areas do you want to strengthen as you reflect on your learning in the program?

Include the following in your S-BEL Project: Work samples and pre-post assessments from the target students, student performance profiles and your teacher reflection.

3. **Presentation:** Present your S-BEL Project on Tuesday, May 20 to a group consisting of either an experienced teacher, principal, or MIT faculty member, and a small group (3-4) of your peers. Focus on presenting your student-based evidence of learning. You may emphasize just one learning target if there isn't time for more. Please use some form of visual aid in your presentation (e.g., PowerPoint, poster, transparency). You will have approximately 15 minutes for your presentation and 7-8 minutes to respond to questions.

Criteria for evaluation: (Also See Rubric)

Complete (Unit plan; Work samples from target students; pre/post assessments; reflection)

Quality of analysis of:

- Learning targets

- Pre-assessment group profile (related to learning targets)

- Post-assessment and student-based evidence related to /student profiles and learning targets

- Group profile summary

Quality and depth of thought on reflection questions (See rubric)

Writing mechanics/conventions

Successful presentation